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The Age of Exploration Begins

from the
Exploring the World Series



Teacher's Guide

KEYSTONE INSTRUCTIONAL SERVICES DIVISION
AREA EDUCATION AGENCY 1

THE AGE OF EXPLORATION BEGINS

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KEYSTONE INSTRUCTIONAL SERVICES DIVISION
AREA EDUCATION AGENCY 1

THE AGE OF EXPLORATION BEGINS

Table of Contents

Introduction and Summary	1
Curriculum Standards	1
Instructional Notes	2
Student Objectives	2
Teacher Preparation	3
Student Preparation	3
Introducing the Video	6
Follow-Up Discussion	7
Follow-Up Activities	8
Extended Learning Activities	9
Bibliography	10
Answer Key	10
Script of Video Narration	13



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THE AGE OF EXPLORATION BEGINS

Grades 2-5

INTRODUCTION AND SUMMARY

This ten-minute program is designed to introduce students in grades 2-5 to the period of history when the great age of European exploration was just beginning 600 years ago.

Using beautiful live-action video from around the world, colorful historic artwork, and animated maps, students learn of how people lived 600 years ago. They also learn about new inventions that were developed during the Age of Exploration. Students learn how trade goods reached the West from the Far East in the 15th century and how restrictions on Asian trade inspired Europeans to begin exploring the world 600 years ago.

CURRICULUM STANDARDS

The design for this program was guided by the curriculum standards of the states of Texas, California, and Illinois, as well as the National Center for History in Schools (U.C.L.A.). In accordance with these guidelines, we have attempted to help students...

- Identify the reasons why world exploration began 600 years ago.
- Demonstrate improved concepts of time and chronology as well as a vocabulary appropriate to these subjects.
- Identify the relationship between the physical environment and world exploration.
- Demonstrate their knowledge of geography and customs.
- Describe the impact of new technology on world exploration and colonization.

INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you review history textbooks on the subject of early European world exploration. We also advise you to preview the video and review this guide and accompanying blackline master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

You should also duplicate selected hand-out materials from the blackline masters included with this guide.

STUDENT OBJECTIVES

After viewing the video and participating in the follow-up activities, students should be able to...

- Identify the reasons why Europeans began exploring the world 600 years ago.
- Describe some of the ways that life 600 years ago was different from life today.
- Locate on a map the important geographical features discussed in this program: Asia, Europe, Africa, the Mediterranean Sea, the Indian Ocean, and the Pacific Ocean.

- Identify some of the technological advances that helped initiate the Age of Exploration.

TEACHER PREPARATION

Set up a "Learning Center" or table display using some of the following trade goods from Asia which were highly valued 600 years ago: cloves, nutmeg, pepper, cinnamon, silk cloth, objects of Chinese porcelain, and perhaps glass jewels. Encourage students to examine these things with as many of their senses as possible.

Introduce the words *spice*, *silk*, and *porcelain*. Further enhance the display with photographs of China, India, Japan, Spain, Portugal, and old sailing ships.

STUDENT PREPARATION

Before viewing *The Age of Exploration Begins...*

1. Introduce or review with your students the meaning of the following vocabulary words. These words are also found on **Activity Sheet 9, Vocabulary Worksheet**.

15th century: The period of time from 1400-1500 A.D. The fifteenth century after the birth of Christ.

age: A certain period of time in history

caravel: A small, fast type of sailing ship used by most European explorers in the 15th and 16th centuries.

continent: One of the main land masses on earth

explorer: A person who travels to learn and to discover.

Muslim: A person whose religious beliefs come from the writings and example of Muhammad.

navigation: The science of locating where ships are at sea.

porcelain: Very fine thin objects of pottery made in China.

printing press: A machine for printing on paper.

silk: The fine, soft, shiny fiber spun by silkworms to form their cocoons; it can be woven into beautiful cloth.

The Silk Road: Old trade routes between China and the Mediterranean Sea.

spices: Plant products, such as leaves, seed, and bark, that have strong flavors and are used to season food.

telescope: An instrument that makes faraway objects look bigger.

trade route: A roadway that is used by traders; a route used by trading ships or caravans.

trader: A person whose business it is to buy, sell, or exchange things.

•The following are vocabulary words are also relevant to or are used in the program and are not included in the vocabulary Activity Sheet 9. You may want to review some of these as well.

Age of Exploration: In the 1400s, sailors from Europe started to look for new trade routes to the Far East, hoping to get rich. Over the next 300 years, most of the world was visited and mapped by European explorers. This time in history is called the "Age of Exploration."

armor: a covering, usually metal, used to protect the body in battle.

caravan: A group of travelers or traders who travel together for safety. Camel caravans once carried trade goods from Asia to the Mediterranean Sea.

century: 100 years

Crusades (1096-1270): Wars by Christians against the Muslims to get back the Holy Land. After the Crusades, the Moslems wouldn't let Christians travel in their lands.

exploration: To explore; traveling to learn and to discover.

Far East: The parts of Asia that lie far to the east of Europe; places such as India, China, and Japan. The term "Near East" means the parts of Asia closest to Europe.

geography: The study of the surface of the earth; its continents, countries, oceans, and natural resources.

illiterate: A person who cannot read or write. Most Europeans were illiterate 600 years ago.

instrument: A tool used to do something.

Islam: The Muslim religion.

kilometer: Five-eighths of a mile.

knight: A military servant of a king or lord.

lord: A person having great power or rule.

mariner: Seaman or sailor.

Mayflower: The ship that carried the pilgrims to New England in 1620.

microscope: An instrument that makes tiny things look bigger.

moveable-type printing: A method of printing first developed by the Chinese that was re-invented in Germany around 1440. By being able to move the letters used to print pages of books, books were could be mass-produced for the first time in history. Inexpensive books helped spread new ideas during the Age of Exploration.

navigational instruments: Tools used by sailors to figure out where they are, especially if they are far out to sea.

navigator: A person good at navigation whose job is to make sure the ship doesn't get lost.

Nile River: The biggest river in Egypt and the longest river in the world.

oceans: Large bodies of salt water that cover two-thirds of the earth.

Red Sea: The body of water between Egypt and the Arabian Peninsula.

settlement: A small community or village built in a new land.

Spice Islands: Islands now called the Moluccas where many spices were raised during the Age of Exploration.

telescope: An instrument that makes far away objects look bigger.

trade goods: Valuable things that can be traded for other things.

2. Using a map of the world, review with your students basic geographical concepts: the names of the continents, the oceans, important seas, Asian mountains, and deserts.

Point out the boundaries of Europe, Asia, and Africa. Lo-

cate the Mediterranean Sea; important Mediterranean trading centers, such as Constantinople, Alexandria, Venice, and Genoa; the Indian Ocean; China; India; Japan; The Red Sea; the Nile River; the route of the Silk Road; and areas where the Muslim and Christian faiths predominate.

3. Have students explore the "Learning Center" on Asian trade goods (see page 3).

INTRODUCING THE VIDEO

- Ask the students if they can describe what people were like 600 years ago. Next, if you choose to do so, distribute **Activity Sheet 1, Pre-Test**, to each student. Inform the students that you want to see what they presently know about what people were like 600 years ago. (This Pre-Test will aid in the process of evaluating the growth of their learning from using these educational materials.)

- Discuss and give examples of the cultural isolationism that existed in the world before the Age of Exploration. Point out how, 600 years ago, Muslim traders crossed mountains and deserts to bring the riches of Asia to the people of Europe. Explain to the students that it was because of the desire of a few European people to get involved in this trade that the Age of Exploration was born. Tell the students that the video they are about to see will explain many of these facts to them.

- If you choose to do so, distribute **Activity Sheet 10, Video Quiz**, which contains the questions found at the end of the program. The quiz may be taken immediately following the video presentation or at a later date after students have participated in other related activities.

- **Present the video.** The viewing time is 10:00. The program is followed by a short optional video quiz.

FOLLOW- UP DISCUSSION

It is recommended you involve students in a brief discussion after viewing the video before beginning the Follow-Up Activities. To help the students who are visual learners distribute **Activity Sheet 11, Discussion Questions**. Introduce the following questions and help the students identify the reasons why the Age of Exploration began 600 years ago. A globe or world map would aid in clarifying some of the information presented in this discussion.

1. How is the world today different from the world 600 years ago?

Answer: The answers will vary but should include a comparison of inventions and machines of today with those 600 years ago, how people work today compared with the past, and what people wear today, etc.

2. What were some inventions in the 15th century that helped people explore the world?

Answer: The printing press, instruments for navigation, caravel, telescope.

3. Have you ever explored a place unfamiliar to you? Why did you explore? What was it like for you?

Answers will vary.

4. What were some of the reasons Europeans began exploring in the 15th century?

Answer: (a) Europeans wanted to find new sea routes to Asia to get rich by trading in fine Asian goods, (b) Europeans had just invented ships that could carry large crews and big shipments long distances, (c) Europeans developed instruments for navigation that helped keep them from getting lost when they were far out to sea.

5. Have you ever traveled through a desert? What was it like?

Answers will vary.

6. Explain why Muslim traders used camels on the Silk Road.

Answer: Camels could cross dry, rugged land without a lot of trouble and could go a long time without water.

After discussing the last question, have the students draw the Silk Road on **Activity Sheet 3, World Puzzle Map**. Use the program to guide you.

FOLLOW UP-ACTIVITIES

There are 13 blackline master activity sheets provided for this program's lesson. In addition to the Pre-Test, the other activity sheets may be used during the program's presentation, immediately following the program's presentation, during other class time, or as homework assignments. Answers for the activity sheets begin on page 10.

Materials Needed for Blackline Master Activities

- Pen and pencil
- File folder for portfolio
- Activity Sheets 2 and 3: world map, pen, scissors, construction paper, colored pencils or markers
- Activity Sheet 5: yardstick, ruler, compass, clipboard, paper, and pencil
- Activity Sheets 6, 7, and 8: scissors, glue, hole punch, two straws per student, colored pens or pencils, stapler
- Activity Sheet 9: dictionary

- Distribute **Activity Sheet 4, The Silk Road Maze**. Students explore a maze and unscramble the words naming the Asian Treasures.

- Distribute **Activity Sheet 5, Exploring Mapmaking**. This activity connects with the challenges explorers experienced. Fifteenth century explorers initially worked with maps that were inaccurate. Students make maps of their school buildings and grounds from memory, then they repeat the exer-

repeat the exercise, this time using accurate records from their own measurements.

- **Distribute Activity Sheets 6, 7, 8, Building A Model Caravel.** This activity takes about one-and-a-half-hours to complete. The teacher may prefer to copy these three sheets on cardstock paper so the ship and its parts may be more sturdy. It is highly recommended that the teacher performs the same activity ahead of time before the students try it for two reasons: (a) the teacher is then better prepared to help the students become successful with their model making experience, and (b) so the students may use the teacher's model as a guide. The folding is a bit confusing for some students, yet if the directions are followed exactly, it is achievable. Make sure the students cut on the dark lines, especially between letters C and A, and B and D. The folds must be well creased and folded exactly on the dotted line. When attaching the triangular-shaped sails to the straws, have students follow the example on Activity Sheet 6.

- **Distribute Activity Sheet 9, Vocabulary Worksheet.** Students may use a dictionary to help them match the letter of the definition with its term. The purpose of this activity is to reinforce the vocabulary and concepts presented in the program.

- **Distribute Activity Sheets 12 and 13, Post-Test.** The purpose of this activity is to evaluate the students' progress. Go over the answers in class, or collect the sheets and correct and grade them according to your grading system. Later compare the Pre-Test with the Post-Test to evaluate the success of the students' progress. The portfolio folder could also be included for your students' final assessment.

EXTENDED LEARNING ACTIVITIES

- Assign students to write reports about one of the following topics: The Age of Exploration, The Silk Road, Europe During the 15th Century, or China During the 15th

Century, The Caravel, How Silk Cloth Is Made, Cinnamon, The Spice Trade.

- Have students arrange their model caravels on a table, creating a dramatic display of an armada of sailing ships. Place ships on dark blue paper. Stand light blue paper with clouds behind the ships. Students may also use their ships for a diorama exhibiting a scene of shore exploration.
- Have students visit a maritime museum and learn more about the history of ships.
- Encourage your students to learn sea songs. Read stories about sailing and what it is like to be out to sea.

BIBLIOGRAPHY

Macaulay, David. *Ship*. Houghton Mifflin Company, New York, New York, USA, 1993. Summary: Describes wooden ships or caravels of the 15th century and follows archaeologists as they uncover a lost caravel in the Caribbean Sea.

Marshall Cavendish Corporation. *The Age of Exploration*. Freeport, Long Island, USA, 1989. Summary: Describes the lives and times of Marco Polo, Christopher Columbus, and Hernando Cortes.

The Times Atlas of World Exploration

World Book Encyclopedia

ANSWER KEY

Activity Sheet 1, Pre-Test

- | | |
|------|------|
| 1. T | 4. T |
| 2. F | 5. F |
| 3. T | |

Activity Sheets 2 and 3, World Puzzle Map

Use an atlas for the geographic locations. Check the video, *The Age of Exploration Begins*, for The Silk Road. Note: The Silk Road led through several thousand miles of Asia. The route traversed through parts of Mongolia and Turkestan, the huge Gobi Desert, and the icy Pamir Plateau.

Activity Sheet 4 ,The Silk Road Maze

VELCOS - CLOVES

TENGUM - NUTMEG,

REPEPP - PEPPER

LISK - SILK

SREDMALE - EMERALDS

BRUY - RUBY

NONCAIMN - CINNAMON

ERLOPINACS - PORCELAINS

Activity Sheet 5, Exploring Mapmaking

Answers will vary

Activity Sheets 6, 7, and 8, Building A Model Caravel

Use the example on Activity Sheet 6.

Activity Sheet 9, Vocabulary Worksheet

- | | |
|------|-------|
| 1. D | 9. E |
| 2. G | 10. H |
| 3. A | 11. L |
| 4. N | 12. F |
| 5. B | 13. M |
| 6. J | 14. I |
| 7. K | 15. O |
| 8. C | |

Activity Sheet 10, Video Quiz

1. F
2. F
3. T
4. F
5. T

Activity Sheet 11, Discussion Questions

See page 7

Activity Sheets 12 and 13, Post-Test

- | | |
|------------|-----------|
| 1. F | 7. spices |
| 2. T | 8. Muslim |
| 3. F | 9. c |
| 4. T | 10. d |
| 5. flat | 11. d |
| 6. sailors | 12. a |

13. The best map 600 years ago had a lot of mistakes because people had not been to very many places and, up to that time, had not invented many things that would help them travel to faraway lands.

14. Answers may vary but should include of the following: At that time, rich lords lived in big castles guarded by knights who fought with swords and wore armor to protect themselves. Nearly everyone in Europe was a Christian and the churches they built were almost always the biggest and most beautiful buildings in the town. Most of the people were poor and worked hard for little pay on farms owned by the rich lords. Very few of the people could read or write, and they hardly ever traveled more than a few miles from their homes.

15. Answers may vary. Some of the answers may include the following: It is important to explore unknown places to make accurate maps. Another reason is so that people may learn and discover information that may help other people. Also, trade may develop between different countries, which may eventually help people become rich.

SCRIPT OF VIDEO NARRATION

The earth is a very big place. It is about 25,000 miles, or 42,000 kilometers, around at its middle. And most of it is covered by oceans of saltwater.

For thousands of years, the oceans kept almost everyone from reaching the faraway places on the other sides.

But all that started to change about six hundred years ago when the Age of Exploration began. The Age of Exploration was the time when explorers in newly-invented sailing ships set out from Europe to find new trade routes to Asia. Wherever the explorers went, they made maps of the places they discovered and founded European settlements thousands of miles across the sea.

The Age of Exploration lasted for about 300 years. It changed how people lived in many ways, but have you ever wondered what things were like 600 years ago before this age began?

At that time, on the continent of Europe, rich lords lived in big castles guarded by knights who fought with swords and wore armor to protect themselves.

Nearly everyone in Europe was a Christian and the churches they built were almost always the biggest and most beautiful buildings in town.

Back then, most European people were poor and worked hard for little pay on farms owned by the rich lords. Very few of them could read or write, and they hardly ever traveled more than a few miles from their homes.

But six hundred years ago, not everybody in the world lived like they did in Europe. People on other continents had different religions, lived in different kinds of houses, wore different kinds of clothing, and had very different ideas about the world in which they lived.

But no matter where they lived, most people of that time

had no idea of what things were like in other parts of the world. Most of them thought the world was flat, and when the Age of Exploration began 600 years ago, the best map of the world looked like this. This map hadn't been changed for a thousand years and was full of mistakes.

The reason it had so many mistakes was that, except for a few traders and soldiers, people really hadn't been very many places, because, up to that time, they hadn't invented a lot of the things that they needed to travel far away, across the seas.

NEW INVENTIONS

In fact, it was because people in Europe managed to invent certain things that the Age of Exploration was able to happen at all. One new invention of this time helped people to share their new ideas and discoveries. That invention was a printing press, which let books be made for so little money that average people could afford to buy them; because before the invention of the printing press, every book had to be slowly copied by hand and they were very expensive. But once new books could be easily purchased, new ideas spread much faster than before. Some of these ideas resulted in new inventions that made it possible to cross the seas. For example, they invented instruments for navigation that helped sailors keep from getting lost when they were far away from land. And they invented new ships called caravels, which were fast and could carry enough water and supplies so that people were able to make long ocean voyages. Here we see a ship that looks quite a bit like one of the first caravels—it is a copy of the Mayflower, the ship that brought the Pilgrims to New England.

Two hundred years after the Age of Exploration began, other things were invented that helped people explore other hidden parts the world and the universe.

The telescope gave people a new view of other planets. Telescopes also helped warn explorers of dangerous rocks in the water, and let them see things on the shore without having to get off their ships. The invention of the telescope

was followed a little later by the invention of the microscope, which let people explore a magical world of tiny creatures that people hadn't even known about before.

NEW SEA ROUTES TO ASIA

But, even though they had a lot of new inventions, when the Age of Exploration began, the Europeans weren't thinking much about discovering new lands.

What they really wanted was to find new sea routes from Europe to the far-away parts of Asia, places such as India, China and Japan.

The reason they wanted to go to these places was that these countries produced things the Europeans wanted—things like spices, such as cloves, nutmeg, pepper, and cinnamon—that were used to preserve meat in an age without refrigerators.

The Asians also sold rich silk cloth from which fine clothing could be made and jewels such as rubies and emeralds, as well as beautiful objects made from porcelain.

The Europeans knew they could get rich by selling these things in their own countries. But the problem was that they had no way of getting to Asia. This was because the all the trade routes between Europe and the Far East passed through regions controlled by people of the Muslim religion. And for centuries, the Muslims and the Christians of Europe had been at war with each other. 600 years ago, many of the rich treasures from Asia were carried by Muslim traders thousands of miles west on an ancient trade route to the Mediterranean Sea called the "Silk Road."

Most of the Muslim traders used camels to carry the silks and other trade goods because camels could cross dry, rugged land without a lot of trouble and could go a long time without water.

But most of the valuable shipments of Asian jewels and spices came west in small ships owned by Muslim traders that crossed the Indian Ocean, sailing as far as the Red Sea

ports of Egypt, where their ships had to be unloaded and the shipments carried by camels across the desert to the Nile River, where they were carried again by ship down the river until they reached the ports of the Mediterranean Sea. As you can imagine, it was a lot of hard work, and took many, many, months for the Muslim traders to bring Asian goods to the West. So it is no wonder the Europeans thought it would be easier to bring trade goods to the West simply by sailing their large ships around the tip of Africa to Asia, filling them with spices, silks, jewels, and porcelains and then sailing back home again.

But six hundred years ago, no ship from Europe had ever sailed more than about 1000 miles or about 1600 kilometers down the African coast because the sailors had always feared what might lie further south.

But now we can understand the reasons why Europeans started exploring the world almost 600 years ago; first, because they wanted to find new sea routes to Asia so they could get rich by trading in fine Asian goods; second, because they had just invented ships that could carry large crews and big shipments long distances. And third, because they had developed instruments for navigation that helped keep them from getting lost when they were far out at sea.

So it was these three things that blended together to help human beings explore the far reaches of the earth and to create what was beyond a doubt one of the most amazing times in history, the great "Age of Exploration."

Video Quiz

1. Six hundred years ago, the trade between China and Europe was controlled by Christians.
2. Caravels were specially printed books used by explorers,
3. Navigational instruments help sailors from getting lost at sea.
4. Oxen were the main animals used to carry goods on the Silk Road between Asia and the Mediterranean Sea,
5. Six hundred years ago, the best map of the world was over 1000 years old.

Name _____

Date _____

THE AGE OF EXPLORATION BEGINS**Pre-Test**

Directions: Label each statement with a "T" if true or "F" if false.

- _____ 1. For thousands of years, the deep wide ocean often kept most people from visiting faraway lands.
- _____ 2. About six hundred years ago, newly invented balloons helped people explore the world.
- _____ 3. During the Age of Exploration, many people from Europe wanted to find new ways to travel to Asia.
- _____ 4. When far out to sea, sailors use special instruments to show them where to sail and to help them not get lost.
- _____ 5. Most of the time, oxen carried silk and other treasures from Asia on the ancient trade route called the "Silk Road."

KEYSTONE INSTRUCTIONAL SERVICES DIVISION
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THE AGE OF EXPLORATION BEGINS

World Puzzle Map

Long ago, very little was known about the world's lands and sea. Much of the work in discovering and piecing the world together has occurred during the past 500 years. This process has been very slow and painful. Today, a complete and accurate map of the world is available to everyone.

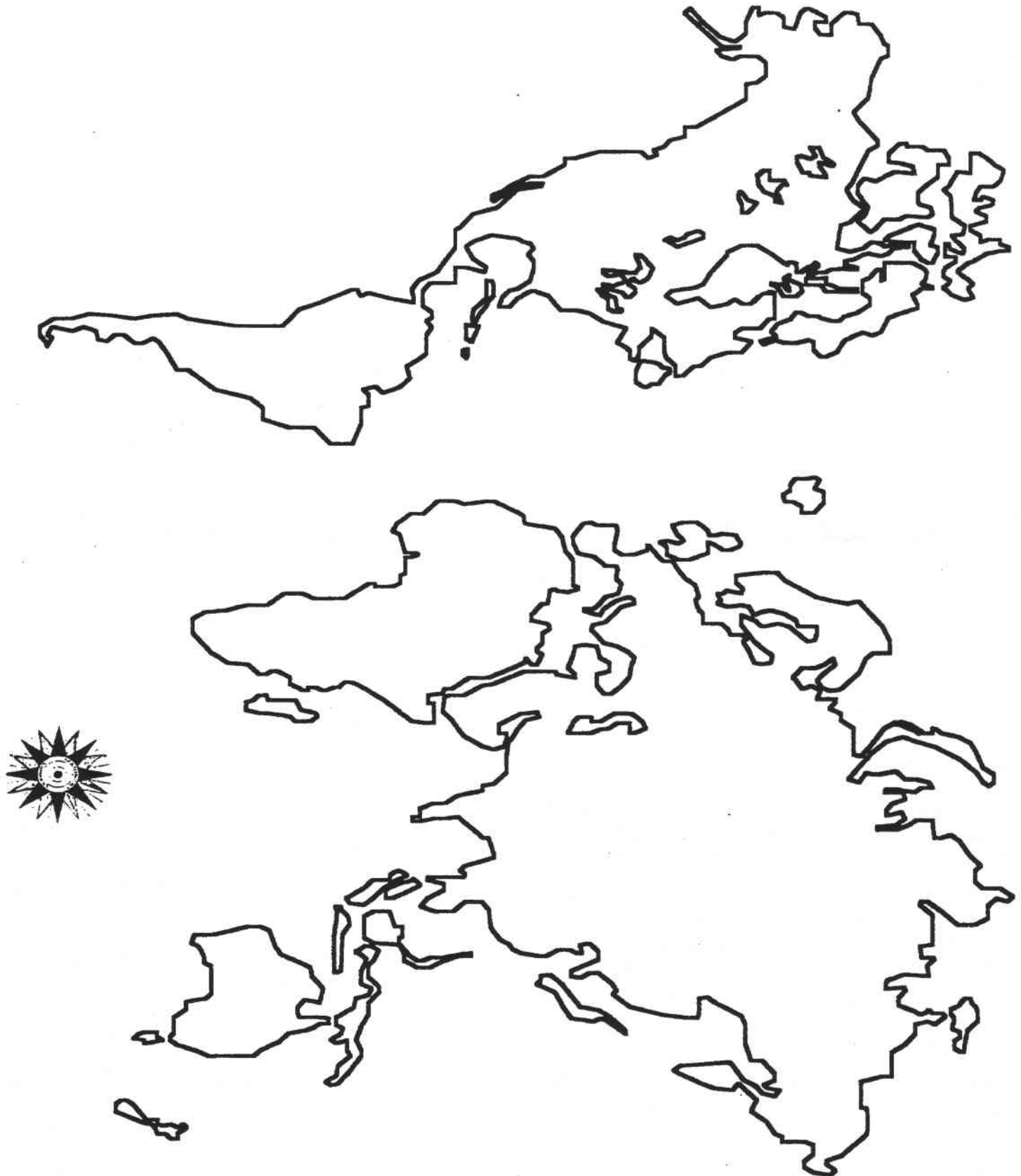
Directions: Using the World Puzzle Map found on Activity Sheet 3, complete the following activities:

1. Identify and label the following directions on the compass: north, south, east, and west.
2. Identify and label the following six continents: Asia, Europe, Africa, North America, South America, and Australia.
3. Identify and label the following three oceans: Pacific Ocean, Atlantic Ocean, and the Indian Ocean.
4. Identify the Medieteranean Sea and label it "M.S."
5. After watching the video, draw in the Silk Road, the ancient route that Muslim traders used to travel from Asia to the Mediterranean Sea.

Name _____
Date _____

THE AGE OF EXPLORATION BEGINS

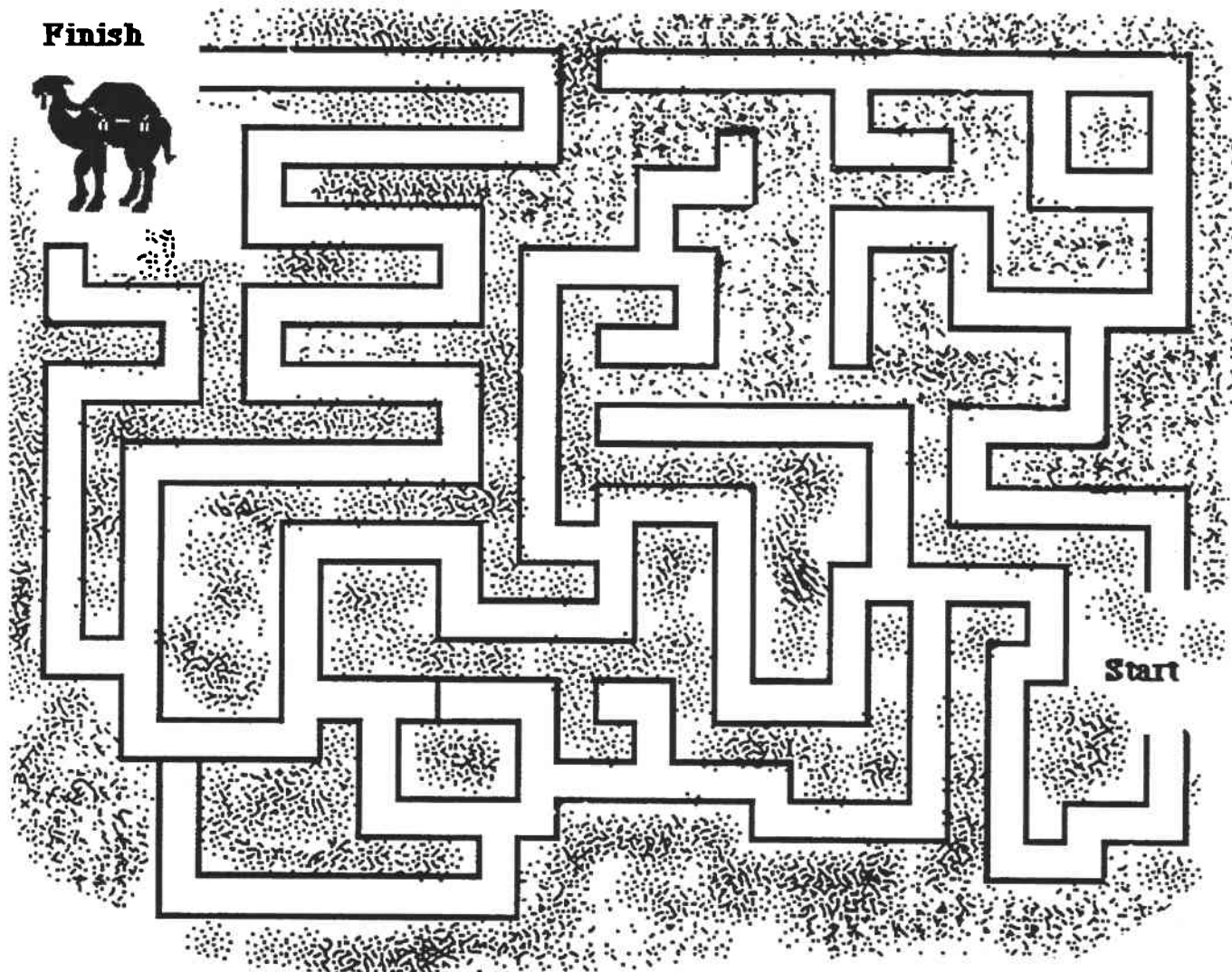
World Puzzle Map



THE AGE OF EXPLORATION BEGINS

The Silk Road Maze

Directions: Camels were most often used to carry silk from China to the Mediterranean Sea. Help the camel travel across the rugged, dry lands of Asia and find the famous trade route called the Silk Road.



Many Europeans wanted to find new trade routes to Asia so they could get rich by trading in fine Asian goods. Unscramble the words below and discover what goods the Europeans wanted.

REPPEP _____

LIK S _____

REDSMALE _____

BISURE _____

NONCAIMN _____

VELCOS _____

ERLOPINACS _____

TENGUM _____

THE AGE OF EXPLORATION BEGINS

Exploring Mapmaking

Introduction

Using what little information information they could find, some of the map makers back in the 15th century made maps by using their imagination or their ideas about what they thought was correct. Some of the information was right, yet some of it was wrong. The reason early maps had so many mistakes was that, except for a few traders and soldiers, people really had not been to very many places, and, by that time, they had not invented the things needed to help them travel to faraway places. Later, after the explorers found their way around the world and recorded their discoveries, maps were made more accurately. In the following activity, test your ability to make a map of your school from memory. Then compare another map that you made based on actual measurements.

Directions

1. From memory, make a simple map of your school grounds and buildings. Make sure your map includes the following:
 - a. A title of what your map represents;
 - b. A key explaining the signs and symbols used;
 - c. The name of the map maker and the date when it was made;
 - d. The directions of north, south, east, and west. Note: The top of your map should be oriented to the north.
 - e. Scale, using centimeters or inches;
 - f. Details that represent what is natural and what is made by humans. Show natural areas where plants, trees, and grass are located, as well as areas such as fences, sidewalks, and buildings that are made by humans.
2. Leave this map in the classroom.
3. Next, with yardstick, ruler, compass, clipboard, paper, and pencil in hand, make a simple map of your school grounds and buildings based on your experience. Explore the actual location of the natural and human-made areas of your school. Record this information accurately on the new map. On this map, include all the information requested in item #1.
4. After completing item #3, compare your "memory map" with your "exploration map." Answer the following questions:
 1. How similar were your maps? Were they very similar, a little similar, very different?
 2. How accurate or inaccurate was your memory map? Why?
 3. How difficult or easy was it to make a map from memory? Why?
 4. How difficult or easy was it to make a map from your experience? Why?
 5. What do you suppose the European explorers of the 15th century experienced when they discovered the lands and seas that were not on their ancient maps?
 6. Would you have been an explorer if you had lived in the 15th century? Why or why not?

THE AGE OF EXPLORATION BEGINS

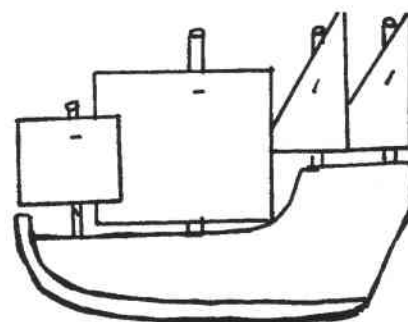
Building a Model Caravel

Introduction

A caravel was a small, fast type of sailing ship used by Spanish and Portuguese explorers. This vessel sat high in the water and had square and triangular sails. The caravel was ideally suited for coastal exploration and ocean travel during the 15th and 16th centuries. Follow the directions below and make your own model.

Materials Needed:

scissors, glue, hole puncher, two straws, Activity Sheets 7 and 8, colored pencils or crayons, stapler



Example

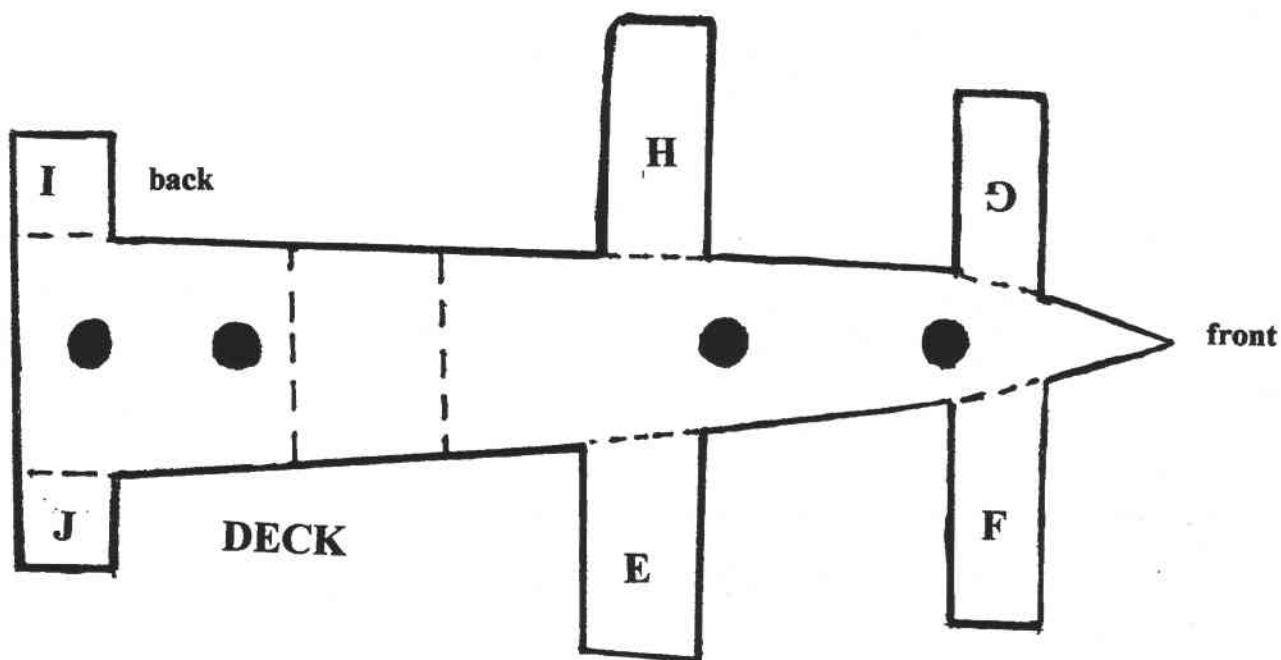
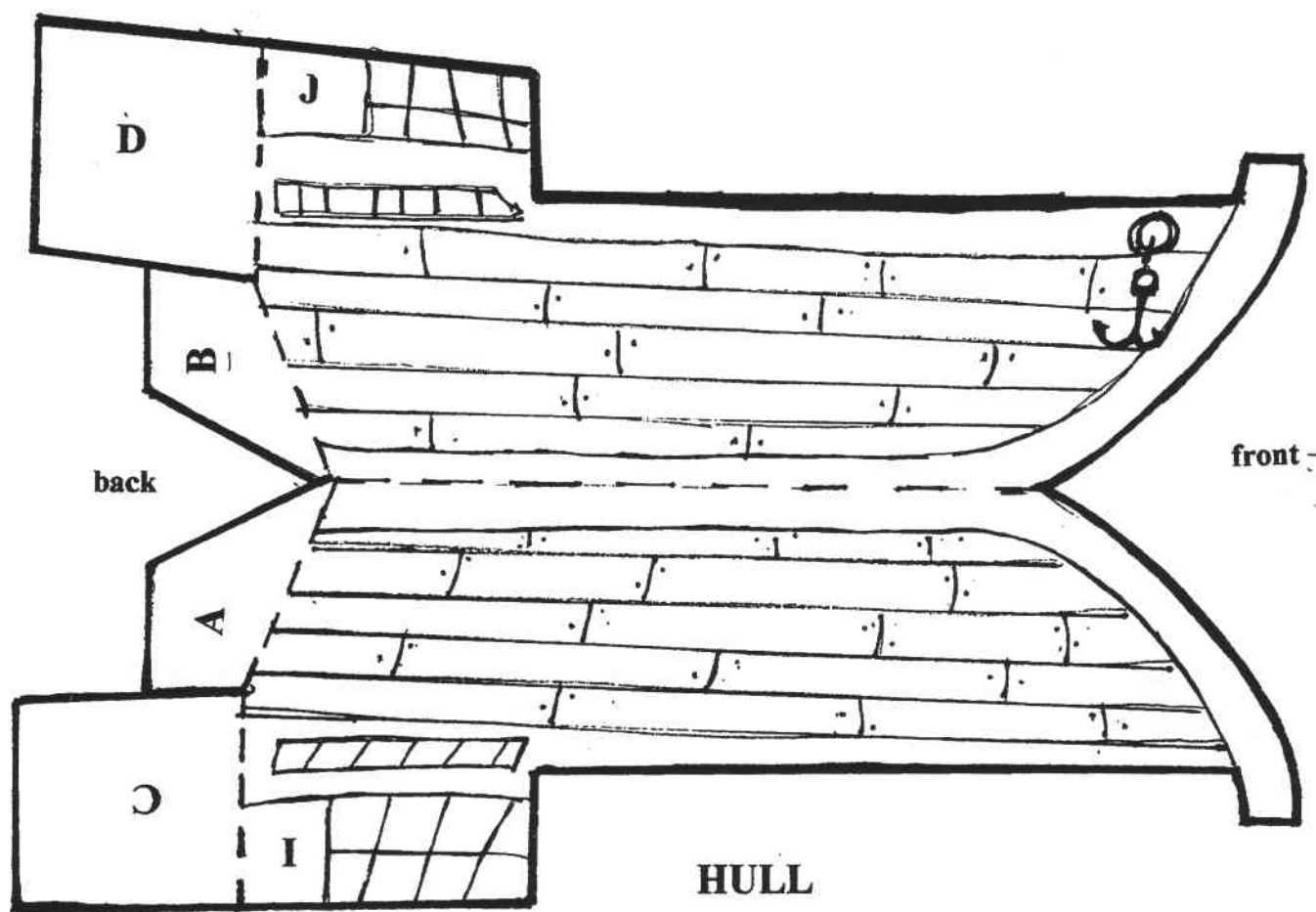
Directions:

1. Color the caravel's hull, deck, and sails, located on Activity Sheets 7 and 8.
2. Cut out the hull, deck, and sails by cutting on the dark lines.
3. Using the above example for guidance, fold on the dotted lines of the hull and deck.
4. At the back of the hull, fold A over B, then C over A, then fold D over C. Next, glue A and B, then C and D together. The back of the ship should look similar to that of the example. Next, glue only the thin edge of the hull's front together. The hull should be well sealed to support the deck.
5. Using a hole puncher, carefully punch out the dark circles on the deck for the straw masts. Next, take a straw and work it through these holes. The straw should be able to slide through the hole and fit snugly.
6. Place the back deck's folds I and J on the outside of the hull. Match these letters with the hull's. Glue these folds to the outside of the hull. Gluing it to the outside of the hull makes the deck more secure.
7. Using two straws, cut them into the four masts. The main mast should be 4-1/2 inches, or 11-1/2 centimeters, long. The other three masts should be four inches, or 10 centimeters, long.
8. Staple the large square sail to the mainmast. Staple each of the three sails to each straw mast.
9. After the glue has dried on the deck and hull, insert the masts into the deck, following the above example.
10. The deck itself has two folds that should form to the hull of the ship. Next, carefully place the front deck's folds E, F, G, and H into the front of the hull. Glue these folds to the inside of the hull.
11. Make adjustments to the ship as needed.
12. Cut out the stands and nameplate. Fold on the dotted lines.
13. Mount the ship on the stands. Place the nameplate in front of the ship.
14. On the back of the nameplate, write the name you have chosen for your ship.
15. Display your model caravel.

Name _____
Date _____

THE AGE OF EXPLORATION BEGINS

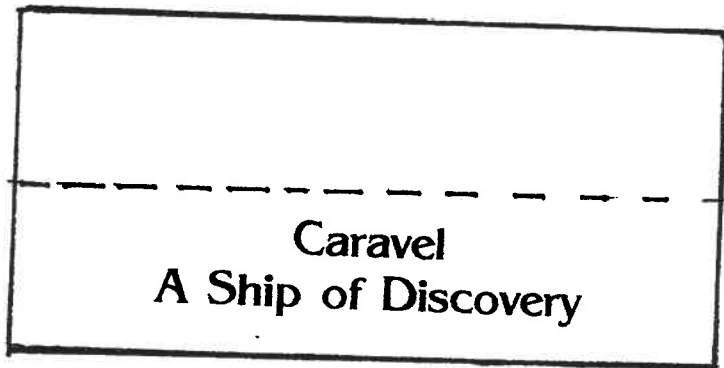
Building a Model Caravel



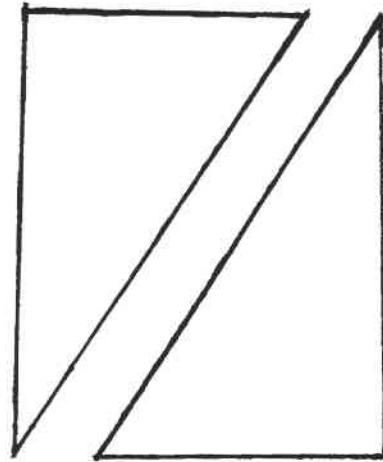
Name _____
Date _____

THE AGE OF EXPLORATION BEGINS

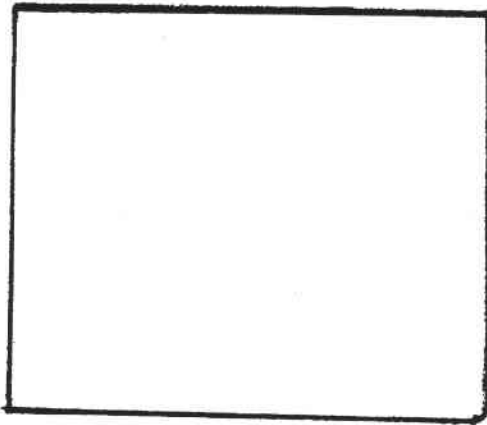
Building a Model Caravel



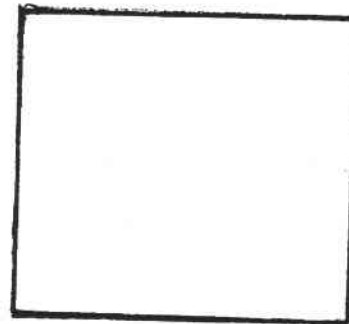
Nameplate



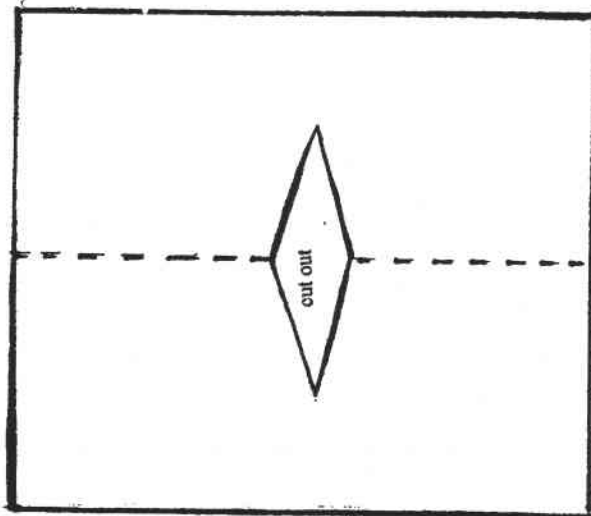
Sails



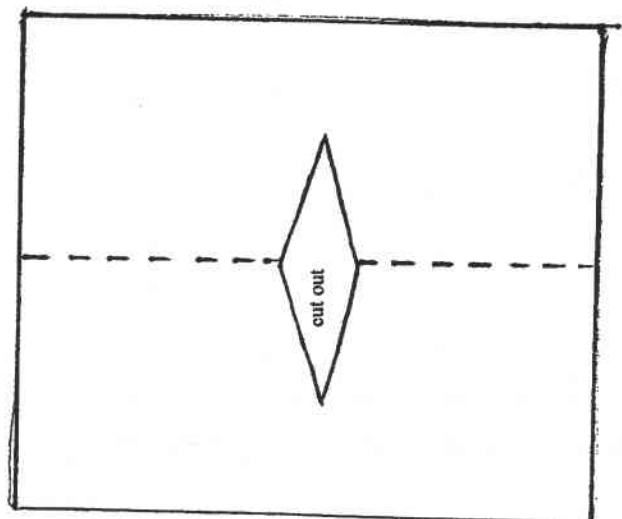
Sail for the Mainmast



Sail



The stands for the ship



THE AGE OF EXPLORATION BEGINS

Vocabulary Worksheet

Directions: Match the letter of the definition with its correct term.

- | | |
|----------------------------|--|
| _____ 1. age | A. A person who travels to learn and to discover |
| _____ 2. caravel | B. A person whose religious beliefs come from the writings and example of Muhammad |
| _____ 3. explorer | C. Thread or cloth made from the fine, soft fiber produced by silkworms |
| _____ 4. trader | D. A certain period of time in history |
| _____ 5. Muslim | E. The old trade routes between China and the Mediterranean Sea |
| _____ 6. porcelain | F. The science of locating ships at sea |
| _____ 7. fifteenth century | G. A small, fast type of sailing ship in the 14th and 15th centuries ideally suited for ocean travel |
| _____ 8. silk | H. Plant products, such as leaves, seeds, and bark, that have strong flavors which are used to season food |
| _____ 9. Silk Road | I. One of the main masses of the earth |
| _____ 10. spices | J. Very fine, thin pottery made in China |
| _____ 11. telescope | K. The period of time from 1400-1500 A. D |
| _____ 12. navigation | L. An instrument that makes faraway objects look bigger |
| _____ 13. trade route | M. A course or way used by trading ships or a group of travelers |
| _____ 14. continent | N. A person whose business is to buy and sell or exchange things |
| _____ 15. printing press | O. A machine for printing on paper |

Name _____
Date _____**THE AGE OF EXPLORATION BEGINS****Video Quiz**

Directions: Label each statement with a "T" if True or "F" if False.

- _____ 1. Six hundred years ago, the trade between China and Europe was controlled by Christians.
- _____ 2. Caravels were specially printed books used by explorers.
- _____ 3. Navigational instruments help sailors from getting lost at sea.
- _____ 4. Oxen were the main animals used to carry goods on the Silk Road between Asia and the Mediterranean Sea.
- _____ 5. Six hundred years ago, the best map of the world was over 1000 years old.

THE AGE OF EXPLORATION BEGINS

Discussion Questions

Directions: The questions found below will further help you understand the information presented in the video. Answer the questions as directed by your teacher.

1. How is the world today different from the world 600 years ago?
2. What were some of the new inventions in the 15th century that helped people explore the world?
3. Have you ever explored a place unfamiliar to you? Why did you explore? How did you feel?
4. What were some of the reasons Europeans began exploring the world in the 15th century?
5. Have you ever traveled through the desert? What was it like?
6. Explain why camels were used in the Silk Road.

THE AGE OF EXPLORATION BEGINS**Post-Test****True or False**

Directions: Label each statement with a "T" if true or "F" if False.

- _____ 1. Little of our planet is covered by oceans of saltwater.
- _____ 2. Six hundred years ago, most people had no idea of what things were like in other parts of the world.
- _____ 3. The reason Europeans wanted to travel to Asia was to make friends with new people.
- _____ 4. Camels often carried the goods on the Silk Road.

Fill-in-the-blank.

Directions: Fill in the blank with the correct word.

5. Six hundred years ago, most of the people thought the world was _____.
6. Navigational instruments help _____ from getting lost at sea.
7. Asia produced cloves, nutmeg, pepper, and cinnamon, which are known as _____, which help preserve and flavor food.
8. During the 15th century, all the trade routes between Europe and Asia were controlled by people of the _____ religion.

Multiple Choice

Directions: Circle the letter that best answers the question or completes the sentence.

9. For thousands of years, the oceans kept people from _____ ?
a. sailing b. farming the land c. visiting faraway places d. working
10. What is the name of the 300-year period when explorers in newly invented sailing ships set out from Europe to find new trade routes to Asia?
a. Age of Ships b. Age of Trade c. Age of Europe d. Age of Exploration
11. Which one of the following inventions did not help people learn more about the world?
a. printing press b. caravel c. telescope d. musket
12. During the 15th and 16th centuries, Europeans knew that if they could buy the treasures of Asia and sell them to other Europeans, they could be _____ ?
a. rich b. expert artisans c. knights d. Pilgrims

(continued on Activity Sheet 13)

Name _____
Date _____**THE AGE OF EXPLORATION BEGINS**
Post-Test**Essay:**

13. Explain why the best map 600 years ago had so many mistakes.

14. Describe what it was like in Europe 600 years ago.

15. Why is it important to explore unknown places?